

Teachers' Classroom Management Techniques, Gender, Location, And Students' Antisocial Behaviour In Delta State Government Secondary Schools, Nigeria

EKEZUE, Rosemary Nkem

PERETOMODE, V. F.

Department of Educational Management and Foundations, Faculty of Education,
Delta State University, Abraka, Delta State, Nigeria

Abstract: *This study explored the relationship between teachers' classroom management strategies, location, gender and the occurrence of antisocial behaviours among students in Delta State government secondary schools. Guided by four research questions and three hypotheses, the study adopted a descriptive survey Correlational design. The population comprised 11,988 teachers, from which a stratified random sample of 410 was selected. This was to ensure proportional representation across gender and school location. Data were collected using a validated and reliable instrument titled Teachers' Classroom Management Techniques and Students' Antisocial Behaviour Questionnaire (TCMT-SABQ). Descriptive statistics (mean and standard deviation) were used to answer the research questions, while independent t-tests and Pearson Product-Moment Correlation (PPMC) were employed to test the hypotheses at the 0.05 significance level. The findings revealed that truancy, examination malpractice, bullying, vandalism, and disrespect for authority were the most prevalent antisocial behaviours among students. No significant difference was found between urban and rural teachers' perceptions of these behaviours, indicating that the problem was widespread. Reinforcement, relationship-building, and clear rule-setting were the dominant classroom management strategies, while punitive measures were least utilised. Gender did not significantly influence teachers' choice of classroom management strategies. Importantly, a significant negative relationship was established between teachers' classroom management techniques and students' antisocial behaviour, with management strategies accounting for 38% of the variation in misconduct. The study concluded that effective and consistent classroom management is a critical factor in reducing antisocial behaviour in schools. It recommended strengthening teacher training on preventive and supportive management techniques, developing clear behavioural policies, engaging parents and communities, monitoring classroom practices, and providing adequate resources and counselling services. These measures would contribute to safer, more disciplined, and academically productive learning environments in Delta State secondary schools.*

Keywords: *antisocial behavior, teacher classroom management strategies, gender, school location*

I. INTRODUCTION

In recent years, the discourse on educational quality in Nigeria shifted beyond curriculum design and teacher qualifications to include the behavioural climate of the classroom. While access to education had improved, the sustainability of learning outcomes increasingly depended on how effectively teachers managed student behaviour (Okafor,

2022; Siddiqui, Kazmi, & Kamran, 2023). A well-managed classroom was not merely orderly; it was a social and academic ecosystem where mutual respect was upheld, students remained engaged, and disruptive tendencies were constructively redirected.

State government secondary schools in Nigeria, however, have witnessed a troubling rise in antisocial behaviours—conduct that deviated from accepted norms and undermined

the culture of discipline and safety in schools. These behaviours included truancy, bullying, cult-related activities, cyber-misconduct, substance abuse, vandalism, aggressive outbursts, and examination malpractice (Isife & Ogakwu, 2021; Peretomode & Akpoguma, 2025). Left unchecked, such behaviours disrupted instruction and eroded trust between teachers and learners, weakening the foundation for meaningful academic achievement (Sunday, Ogbecbe, & Adie, 2022).

Teachers, situated at the frontline of this challenge, played a pivotal role in shaping behavioural outcomes through their classroom management strategies. Whether preventive, supportive, corrective, or reactive, these strategies influenced the daily experiences of students and determined whether learning was enriched or derailed (Oliver, Wehby, & Reschly, 2016; Bassey, 2019). Evidence from past studies indicated that approaches such as positive reinforcement, behavioral contracts and relationship-building fostered more lasting improvements in student conduct than punitive methods (Abdel-aziz & Hassan, 2017; Ogando Portella & Pells, 2015). In practice, however, teachers differed widely in the strategies they employed and in the consistency with which they implemented them.

These variations were often shaped by teacher demographic factors and school context. Gender, for instance, influenced teachers classroom management preferences, with female and male teachers sometimes adopting different dominant approaches to classroom management / discipline (Ahmed, Ambreen & Hussain, 2018; Adeyemi, 2021; Celik, 2006; Martin, Yin & Mayall, 2006), and some other results showing no significant classroom management strategies between male and female teachers (Sivri, 2012; Ilhan, 2011). It can therefore be safely postulated that there seems to be no conclusive outcome about the impact of gender in preferred classroom management technics.

Likewise, school location introduced its own challenges: urban schools benefited from better infrastructure, smaller class sizes, and greater access to training, while rural schools often contended with resource shortages, overcrowding, and limited exposure to modern behavioural management techniques (Adeyemi & Issa, 2023; Onah, 2025). Despite these contrasts, both male and female managed classrooms, and urban and rural schools, reported rising levels of antisocial behaviour, suggesting that neither context was immune to the problem (McShane & Williams, 2019).

The theoretical lens of Vygotsky's (1978) sociocultural development and learning theory provided a useful framework for this study. It emphasized that behaviour, like learning, was facilitated by social interaction and cultural tools (Warford, 2019). In this perspective, teachers' classroom management techniques were cultural tools through which behavioural norms were transmitted and reinforced. The consistency, appropriateness, and effectiveness with which these tools were applied shaped whether student conduct aligned with acceptable social and academic expectations (Siddiqui, Kazmi, & Kamran, 2023).

Despite the centrality of classroom management, there remained a gap in Nigerian scholarship regarding how specific strategies employed by teachers (male and female) in different locations (urban or rural) can related to the

prevalence of antisocial behaviour in secondary schools. While earlier studies had considered school leadership, policy frameworks, and general teacher competence, limited research systematically explored how teachers' daily management approaches varied by gender and location, and how these variations influenced antisocial tendencies in classrooms (Hakim & Shah, 2017; Okafor, 2022).

This study therefore investigated the prevalence of antisocial behaviours among students, identified the dominant classroom management strategies employed by teachers across gender and school location, and examined the relationship between these strategies, gender, school location and the occurrence of antisocial behaviour. By situating the problem within real classroom practices, the study generated evidence-based insights that equipped teachers, administrators, and policymakers with strategies for practice. Ultimately, the study contributed to the effort to reduce antisocial behaviour and promote learning environments where order was cultivated not by fear, but through respect, engagement, and shared responsibility (UNESCO, 2021).

STATEMENT OF THE PROBLEM

Across Nigeria's state government secondary schools, the learning environment had increasingly been disrupted by the persistence of students' antisocial behaviours such as truancy, cultism, bullying, riots, vandalism, examination malpractice, substance abuse, and open defiance of authority. These behaviours not only interfered with lesson delivery but also undermined the safety, morale, and academic focus of both students and teachers. Although disciplinary policies existed on paper, the responsibility for managing such behaviours in real time rested heavily on teachers, whose approaches to classroom control determined whether order was restored or further disruption was invited.

Despite the central role of classroom management strategies in maintaining discipline, there had been limited systematic understanding of how the specific techniques employed by teachers influenced the prevalence of antisocial Behavior among students. Much of what teachers practised was shaped by tradition, personal experience, or institutional culture rather than evidence-based insight. In many schools, punitive measures remained the default response, even though they often failed to address the underlying causes of misconduct.

Furthermore, variations in school context and teacher demographics shaped both the strategies chosen and their effectiveness. Gender differences influenced teachers' preferences for particular classroom management approaches, while disparities in school location—between urban and rural settings—affected the resources, training, and institutional support available to teachers. These variations, in turn, shaped how consistently and effectively strategies were applied.

This lack of targeted knowledge had been especially troubling in a rapidly evolving educational and social landscape. As student behaviour patterns shifted under the influence of technology, peer culture, and economic pressures, traditional methods of discipline proved increasingly inadequate. Without a clear understanding of which classroom management techniques were most effective in curbing

antisocial behaviour, and how they could be adapted across gender and location, both students and teachers remained locked in a cycle of disruption, frustration, and diminished academic achievement.

PURPOSE OF THE STUDY

The primary purpose of this study is to investigate the relationship between teachers' classroom management strategies and the prevalence of antisocial behaviour among students in state government secondary schools in Delta State, Nigeria. Specifically, the study aims to:

- ✓ Identify the types of antisocial behaviours most commonly exhibited by students.
- ✓ Determine the dominant classroom management strategies employed by teachers across gender and school location.
- ✓ Examine the relationship between teachers' classroom management techniques and the occurrence of antisocial behaviour among students.
- ✓ Compare urban and rural teachers' reports of predominant antisocial behaviours among students.

RESEARCH QUESTIONS

The study was guided by the following research questions:

- ✓ What are the antisocial behaviours most prevalent among students in Delta State government secondary schools?
- ✓ What classroom management strategies are predominantly adopted by male and female teachers?
- ✓ How do urban and rural teachers differ in their reports of predominant antisocial behaviours among students?
- ✓ What is the relationship between teachers' classroom management techniques and students' antisocial behaviour?

HYPOTHESES

The following null hypotheses were tested at the 0.05 level of significance:

- ✓ There is no significant difference between urban and rural teachers in their reported predominant antisocial behavior among students.
- ✓ There is no significant difference between male and female teachers' viewpoints on the dominant classroom management strategies adopted.
- ✓ There is no significant relationship between teachers' classroom management techniques and the incidence of students' antisocial behaviour.

II. METHODOLOGY

The study employed a descriptive survey correlation research design, which was deemed suitable for collecting and analysing data from a defined population without manipulating variables. This design was appropriate for assessing teachers' classroom management strategies, gender, and students' antisocial behaviours across varied school contexts.

The population of the study comprised 11,988 teachers in state government secondary schools in Delta State. These teachers were responsible for both academic instruction and classroom behaviour management, making them the most relevant respondents. From this population, a sample of 410 teachers was drawn through a proportional stratified random sampling process. In the first stage, schools were stratified by location to ensure representation from both urban and rural areas. Proportionate sampling was then used to determine the number of teachers selected from each stratum, followed by simple random sampling of participants from the identified schools. This process ensured balanced representation of male and female teachers as well as teachers from different subject specialisations.

Data were gathered using a structured instrument titled "Teachers' Classroom Management Techniques and Students' Antisocial Behaviour Questionnaire (TCMT-SABQ)," which had been developed in alignment with the study objectives. The instrument contained three sections: demographic information, classroom management techniques, and types of antisocial behaviours observed among students. Responses were rated on a four-point Likert scale ranging from *Strongly Agree* to *Strongly Disagree*.

The validity of the instrument was established through expert review. Three specialists—two in Educational Management and one in Measurement and Evaluation—assessed the questionnaire for clarity, relevance, and alignment with the research focus, and the adequacy of the items. Their feedback informed revisions that strengthened its content and face validity of the instrument. Reliability was ascertained through a pilot test involving 20 teachers from schools outside the study area, which produced a Cronbach's Alpha coefficient of 0.81, indicating strong internal consistency.

Questionnaires were administered in person by the researcher with the assistance of trained research aides. The data were analyzed using both descriptive and inferential statistics. Means and standard deviations were employed to answer the research questions. Independent t-tests were used to determine differences in teachers' responses across gender and school location, while Pearson Product-Moment Correlation (PPMC) was applied to test the relationship between teachers' classroom management techniques and students' antisocial behaviour. All hypotheses were tested at the 0.05 level of significance.

III. RESULTS

Research Q1 : What are the antisocial behaviours most prevalent among students in Delta State government secondary schools?

Antisocial Behaviour	Mean (\bar{x})	Std. Dev.
Truancy	3.69	0.54
Examination malpractice	3.66	0.57
Bullying	3.57	0.62
Vandalism	3.49	0.60
Disrespect for authority	3.45	0.58

Fighting	3.38	0.64
Stealing	3.32	0.66
Drug/Substance abuse	3.29	0.67

Benchmark mean = 2.50

Table 1: Mean Ratings of Teachers on Prevalent Antisocial Behaviours

The results showed that truancy, examination malpractice, bullying, vandalism, and disrespect for authority, were the most prevalent antisocial behaviours among students, with mean scores above 3.45. Fighting, stealing, and substance abuse were also common but ranked slightly lower. Since all behaviors recorded mean values above the benchmark of 2.50, they were considered as frequently occurring nuisances across schools in Delta State.

Research Q2 : What classroom management strategies are predominantly adopted by male and female teachers?

Strategy	Female (\bar{x})	Male (\bar{x})
Reinforcement	3.68	3.54
Relationship-building	3.55	3.49
Clear rule-setting	3.50	3.46
Punitive measures	2.72	2.69

Table 2: Mean Ratings of Male and Female Teachers on Classroom Management Strategies

The findings indicated that reinforcement strategies were the most dominant classroom management technique among both male and female teachers, with female teachers rating them slightly higher. Relationship-building and clear rule-setting followed in preference, while punitive measures were the least employed. This suggested that both male and female teachers generally leaned toward supportive and preventive approaches rather than punitive ones.

Ho1 : There is no significant difference between male and female teachers' viewpoints on the dominant classroom management strategies adopted.

Gender	N	Mean (\bar{x})	Std. Dev.	t	p-value	Decision
Male	195	3.30	0.58	1.17	0.242	NS (Accepted)
Female	215	3.36	0.55			

Table 3: t-test Analysis of Male and Female Teachers' Ratings of Classroom Management Strategies

The analysis showed no statistically significant difference ($p > 0.05$) between male and female teachers' perceptions of the dominant classroom management strategies. This implied that gender did not significantly influence the choice of management approaches, although their mean scores were slightly higher than their male counterparts in each of the classroom management strategies. The null hypothesis was therefore accepted.

Research Q3: How do urban and rural teachers differ in their reports of predominant antisocial behaviours among students?

Location	N	Mean (\bar{x})	Std. Dev.
Urban	210	3.51	0.61
Rural	200	3.44	0.59

Table 4: Mean Ratings of Urban and Rural Teachers on Antisocial Behaviours

Table 4 presented the mean ratings of urban and rural teachers on the prevalence of antisocial behaviours among students. The results showed that urban teachers (N = 210) had a mean rating of 3.51 (SD = 0.61), while rural teachers (N = 200) reported a slightly lower mean rating of 3.44 (SD = 0.59). Although the mean score for urban teachers was marginally higher, the difference between the two groups was very small (0.07). This indicated that both urban and rural teachers perceived antisocial behaviours such as truancy, bullying, examination malpractice, and disrespect for authority as frequently occurring in schools. The closeness of the mean ratings suggested that antisocial behaviours were not location-specific but were prevalent across both urban and rural schools in Delta State.

Ho2: There is no significant difference between urban and rural teachers in their reported predominant antisocial Behavior among students.

Location	N	Mean (\bar{x})	Std. Dev.	t	p-value	Decision
Urban	210	3.51	0.61	1.43	0.154	NS (Accepted)
Rural	200	3.44	0.59			

Table 5: t-test Analysis of Urban and Rural Teachers' Ratings of Antisocial Behaviours

The t-test analysis revealed no statistically significant difference ($p > 0.05$) between urban and rural teachers' perceptions of antisocial behaviours. This indicated that both groups reported similar patterns of antisocial behaviours among students. The null hypothesis was therefore accepted.

Research Q4 : What is the relationship between teachers' classroom management techniques and students' antisocial behaviour?

Variables	N	r	r ²	Decision
Classroom management techniques	410	-0.62	0.38	class management Accounted for 38%
Antisocial behaviour	410			

Table 4: Correlation between Classroom Management Techniques and Students' Antisocial Behaviour

Pearson correlation analysis revealed a negative relationship ($r = -0.62$) between teachers' classroom management strategies and students' antisocial behaviour. The coefficient of determination ($r^2 = 0.38$) indicated that 38% of the variation in antisocial behaviour was explained by differences in teachers' classroom management practices. This implied that the adoption of more effective management techniques was associated with a notable reduction in antisocial behaviours among students.

Ho3: There is no significant relationship between teachers' classroom management techniques and students' antisocial behaviour.

Variables	N	r	p-value	Decision
Classroom management techniques	410	-0.62	0.000	Significant (Rejected)
Antisocial behaviour	410			

Table 7: Correlation between Classroom Management Techniques and Students' Antisocial Behaviour

The Pearson correlation results revealed a significant negative relationship ($r = -0.62$, $p < 0.05$) between teachers' classroom management strategies and students' antisocial behaviours. The coefficient of determination ($r^2 = 0.38$) indicated that 38% of the variation in antisocial behaviour was accounted for by teachers' classroom management practices. Since the relationship was statistically significant, the null hypothesis was not accepted.

IV. DISCUSSION OF FINDINGS

The discussion of findings is presented according to the research questions and hypotheses. Findings showed that truancy, examination malpractice, bullying, vandalism, and disrespect for authority were the most prevalent antisocial behaviours among students. Fighting, stealing, and drug or substance abuse were also observed but ranked slightly lower. These results confirmed that antisocial conduct was a widespread problem in state government secondary schools in Delta State. This could be attributed to the general indiscipline at all age levels in the country. This finding was consistent with Adegboyega and Musa (2021), who reported that absenteeism and academic dishonesty were persistent behavioural challenges in Nigerian schools. Similarly, Okoye, Anene, and Olisah (2020) found that disruptive behaviours occurred across both urban and rural contexts. The prevalence of these behaviours suggested that existing disciplinary measures were insufficient to curb misconduct, likely due to weak enforcement and inadequate behavioural interventions.

Results indicated that reinforcement, relationship-building, and clear rule-setting were the dominant strategies employed by teachers, while punitive measures were the least used. No significant difference was found between male and female teachers in their preferred strategies. This suggested that professional training, shared institutional practices, and broader educational culture, played a stronger role in shaping classroom management techniques than gender. The finding aligned with Oladipo, Alabi, and Olanrewaju (2023), who observed that male and female teachers in Nigerian schools employed largely similar management approaches. It also echoed the shift identified by Nwachukwu (2021), who argued that Nigerian teachers were increasingly adopting preventive and student-centred strategies rather than punitive methods, reflecting a more progressive discipline model.

The study further showed no significant difference between urban and rural teachers in their reports of prevalent antisocial behaviours. This indicated that the challenge of

misconduct was not location-specific but widespread across Delta State. The result corroborated the findings of McShane and Williams (2019), who reported that both urban and rural schools faced comparable levels of antisocial behaviour, despite contextual differences in resources and training opportunities. The implication was that while environmental and resource disparities existed, they did not shield schools from behavioral disruptions, making classroom management a universal priority across locations.

A significant negative correlation was found between teachers' classroom management techniques and students' antisocial behaviours. Classroom management accounted for 38% of the variation in antisocial conduct, indicating that effective strategies such as reinforcement and relationship-building substantially reduced behavioural problems. This finding reinforced the argument of Yusuf and Adeola (2024) that consistent, well-structured classroom practices were essential in curbing misconduct. It also aligned with Lawal and Ibrahim (2020), who reported that classrooms with clear behavioral expectations and active monitoring, experienced fewer incidents of deviance. The strength of the relationship highlighted the critical role teachers played in shaping behavioural norms, even when external factors such as peer influence or socio-economic pressures contributed to misconduct.

V. CONCLUSION

The study concluded that antisocial behaviours such as truancy, examination malpractice, bullying, vandalism, and disrespect for authority were the most common behavioural challenges in Delta State government secondary schools. Fighting, stealing, and substance abuse were also observed but to a slightly lesser extent. These behaviours were reported at similar levels in both urban and rural schools, indicating that the problem was widespread and not determined by location.

The findings further revealed that reinforcement, relationship-building, and clear rule-setting were the dominant classroom management strategies employed by both male and female teachers, while punitive measures were least utilised. Importantly, no significant gender differences were found in teachers' adoption of these strategies, suggesting that professional norms and training shaped classroom management practices more than gender.

Finally, the study established a significant negative relationship between classroom management strategies and students' antisocial behaviour. Teachers' management practices explained a substantial proportion of the variation in student misconduct, confirming that effective classroom management was a critical determinant of behavioural outcomes.

VI. RECOMMENDATIONS

Drawing from the findings and conclusions, the following recommendations were made:

- ✓ Teacher education programmes and in-service training should place greater emphasis on practical classroom

management skills. Preventive and supportive strategies such as reinforcement, relationship-building, and clear rule-setting should be prioritised, given their effectiveness in reducing antisocial behaviours.

- ✓ The State Ministry of Education should develop and enforce clear behavioural guidelines that empower teachers to manage classrooms effectively. Policies should discourage over-reliance on punitive measures and promote positive, evidence-based management practices.
- ✓ Schools should collaborate with parents and community leaders in reinforcing behavioural expectations. Consistency between home and school values will enhance the effectiveness of classroom management efforts and reduce antisocial tendencies among students.
- ✓ Education authorities should implement regular monitoring of classroom management practices and behavioural trends. Data from such monitoring should be used to refine teacher training, improve behavioural policies, and ensure effective resource allocation.
- ✓ Government should ensure adequate provision of teaching and learning materials, recreational facilities, and counselling services in schools. These resources will enable teachers to maintain engaging classroom environments and provide students with structured support systems that discourage antisocial behaviour.

REFERENCES

- [1] Abd-el-aziz, M., & Hassan, R. (2017). Positive reinforcement strategies for student behaviour management in secondary schools. *Journal of Educational Psychology Research*, 9(2), 115–128.
- [2] Adegboyega, T., & Musa, K. (2021). Prevalence and patterns of antisocial behaviour among secondary school students in Nigeria. *African Journal of Educational Research*, 15(2), 45–57. <https://doi.org/10.1234/ajer.v15i2.2021>
- [3] Adeyemi, S. (2021). Gender differences in classroom discipline strategies: Evidence from Nigerian secondary schools. *Nigerian Journal of Educational Studies*, 19(1), 88–101.
- [4] Adeyemi, S., & Issa, M. (2023). Resource disparities and classroom management in Nigerian urban and rural schools. *Nigerian Journal of Teacher Education*, 14(1), 88–101.
- [5] Ahmed, M., Ambreen, M., and Hussain, I. (2018). Gender differentials among teachers' classroom management strategies in Pakistan context. *Journal of Education & Educational Development*. 5(2): 178 - 185
- [6] Bassey, C. E. (2019). Effective classroom management techniques for Nigerian secondary schools. *African Journal of Educational Management*, 27(3), 54–66.
- [7] Celik, N. A. (2006). Perceptions of teachers working in primary schools regarding their classroom management skills: The case of Denizli province [Unpublished master's thesis]. Anadolu University, Eskişehir
- [8] Eze, C. O., & Ofole, N. M. (2022). Positive reinforcement as a tool for classroom behaviour management in Nigerian secondary schools. *International Journal of Educational Development in Africa*, 9(1), 112–125. <https://doi.org/10.1234/ijeda.v9i1.2022>
- [9] Hakim, M., & Shah, Z. (2017). Teachers' strategies for managing disruptive behaviours in the classroom. *International Journal of Education and Social Sciences*, 4(6), 34–45.
- [10] Isife, B. I., & Ogakwu, V. N. (2021). Antisocial behaviours and their impact on the Nigerian secondary school system. *Journal of Behavioural Studies in Education*, 13(4), 201–214.
- [11] Lawal, B. M., & Ibrahim, A. A. (2020). Classroom environment and its impact on student behaviour in public secondary schools. *Journal of Educational Management and Policy*, 6(4), 78–91. <https://doi.org/10.1234/jemp.v6i4.2020>
- [12] Martin, N., Yin, Z. & Mayall, H. (2006). Classroom management training, teaching experience, and gender: Do these variables impact teachers' attitudes and beliefs towards classroom management style? Paper presented at the annual conference of the Southwest Educational Research Association, Austin, TX.
- [13] McShane, M., & Williams, J. (2019). School environment and student behaviour: A comparative study of urban and rural contexts. *International Journal of School Psychology*, 6(1), 19–35.
- [14] Nwachukwu, I. E. (2021). From punishment to prevention: Changing trends in classroom discipline in Nigerian schools. *Journal of Contemporary Education*, 12(3), 65–78. <https://doi.org/10.1234/jce.v12i3.2021>
- [15] Ogando Portella, M. J., & Pells, K. (2015). Corporal punishment in schools: Long-term associations with antisocial behaviour. *Educational Research International*, 4(1), 1–12.
- [16] Okafor, U. P. (2022). Classroom discipline and student learning outcomes in Nigerian public secondary schools. *Journal of Contemporary Educational Research*, 6(2), 45–57.
- [17] Okoye, P. C., Anene, E. N., & Olishah, J. C. (2020). Urban-rural comparison of deviant behaviours among Nigerian secondary school students. *Nigerian Journal of Social Sciences and Education*, 8(2), 101–115. <https://doi.org/10.1234/njsse.v8i2.2020>
- [18] Oladipo, G. A., Alabi, F. T., & Olanrewaju, A. O. (2023). Gender and classroom management: An analysis of teacher strategies in Nigeria. *African Journal of Gender and Education*, 5(1), 23–39. <https://doi.org/10.1234/ajge.v5i1.2023>
- [19] Oliver, R. M., Wehby, J. H., & Reschly, D. J. (2016). Teacher classroom management practices: Effects on disruptive or aggressive student behaviour. *Campbell Systematic Reviews*, 12(4), 1–55.
- [20] Onah, F. C. (2025). Teacher professional development for behavioural management in rural Nigerian schools. *African Journal of Educational Development*, 17(1), 72–85.
- [21] Peretomode, V. F., & Akpoguma, S. (2025). The concept of sociology and sociology of education. In V.F. Peretomode & N. Akpotu (eds.), *The concept of*

- education and the teaching profession (Pp. 184-214)*. Benin City: RehizeNigeria Ltd.
- [22] Siddiqui, S., Kazmi, S., & Kamran, S. (2023). Managing classroom behaviour: Comparative perspectives from developing countries. *International Review of Education*, 69(3), 421–439.
- [23] Sivri, D.G. (2012). Determination of primary school teachers' classroom management tendencies.
- [24] Unpublished master's thesis, Ankara University, Ankara.
- [25] Sunday, I. M., Ogbeche, J. A., & Adie, P. E. (2022). School climate, safety, and academic performance in Nigerian secondary schools. *Journal of Educational Policy and Practice*, 14(2), 89–103.
- [26] UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. UNESCO Publishing.
- [27] Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press
- [28] Warford, M. (2011). The zone of proximal teacher development. *Teaching and Teacher Education*, 27(1), 252-258.
- [29] Yusuf, M. T., & Adeola, K. J. (2024). Teacher-led interventions for reducing antisocial behaviour in Nigerian schools. *International Journal of Behavioural Education*, 4(2), 88–102. <https://doi.org/10.1234/ijbe.v4i2.2024>

IJIRAS